Cabrillo Equity Focus Groups

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RP Conference
April 8, 2016
Agenda

• Background
• Brief Overview of Student Support (Re)defined
• Cabrillo College’s Equity Efforts
  • Context and methodology
  • Findings and college’s response
• Q&A
Outcomes

• Participants will be able to describe how qualitative data can augment quantitative measurements of equity gaps and inform equity project implementations.

• Participants will see the power of student voices to inspire action.
Background

• Why Cabrillo asked RP to come?
• What was our motivation?
• What we hoped to gain?
What is Student Support (Re)defined?

Brief Overview
General Research Question

In an environment of extreme scarcity, which student support activities can be delivered inside and outside of the classroom to improve success for all students, paying special attention to African-American and Latino learners?
Six Success Factors

- Directed
- Focused
- Valued
- Nurtured
- Connected
- Engaged
Six Success Factors

- **Directed**: Students have a goal and know how to achieve it

- **Focused**: Students stay on track—keeping their eyes on the prize

- **Nurtured**: Students feel somebody wants them to succeed as a student and helps them succeed
Six Success Factors (continued)

- **Connected**: Students feel they are part of the college community
- **Engaged**: Students actively listen and participate in class and are involved in extracurricular activities
- **Valued**: Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
Key Themes

1. Colleges need to foster students' motivation.
2. Colleges must teach students how to succeed in the postsecondary environment.
3. Colleges need to structure support to ensure all “six success factors” are addressed.
4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.
5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.
Cabrillo College’s Equity Efforts

Context and Methodology
Focus Groups Context

• SEP Funded
• Student Support (Re)defined Presentation
• 7 FGs conducted by RP Group
• Target populations:
  • African Americans
  • Native Americans
  • Latino – Aptos
  • Latino – Watsonville
  • DSPS
  • Veterans
  • Foster youth – Current & Former

• Recruitment Process
• Participants: 39
## Students Volume – Ethnicity

<table>
<thead>
<tr>
<th>Students enrolled in SP15 semester</th>
<th>African American</th>
<th>Latino North County</th>
<th>Latino South County</th>
<th>Native America</th>
<th>Total by Ethnicities</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Population</td>
<td>171</td>
<td>4906</td>
<td>51</td>
<td>51</td>
<td>5128</td>
</tr>
<tr>
<td># of students encouraged/Invited to participate</td>
<td>171</td>
<td>729</td>
<td>902</td>
<td>51</td>
<td>1853</td>
</tr>
<tr>
<td># of students who RSVP to attend</td>
<td>8</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td># of students who confirmed participation</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td># of students that attended</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>
# Students Volume – Special Pops

<table>
<thead>
<tr>
<th>Students enrolled in SP15 semester</th>
<th>Foster</th>
<th>Veterans</th>
<th>DSPS*</th>
<th>Total Special Pops</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Population</td>
<td>286</td>
<td>141</td>
<td>636</td>
<td>1063</td>
</tr>
<tr>
<td># of students encouraged/Invited to participate</td>
<td>286</td>
<td>141</td>
<td></td>
<td>427</td>
</tr>
<tr>
<td># of students who RSVP to attend</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td># of students who confirmed participation</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td># of students that attended</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus Group Methodology

Borrowed from Minority Male Community College Collaborative focusing on experiences of students in targeted groups at Cabrillo College.

Asked four questions:

1. What challenges do you face as a [member of group] at Cabrillo College?
2. What personal factors help you overcome these challenges?
3. What is the college doing to help you succeed in spite of these challenges?
4. What advice would you give to the college to help it better serve students from this group?

We prepared individual reports for each student group along with a summary report that included common themes that occurred across groups and highlights of unique findings for each group.
Cabrillo College’s Equity Efforts

Findings and College’s Response
Identify Target Groups

A. 80% Rule for Disproportionate Impact

B. Difference from 80% Reference Group

C. DII Disproportionate Impact Rate (Level of Concern)

Disproportionate Impact Index (DII) = 
(Subgroup Rate / Reference Group Rate ) x 100%

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Level of Concern</th>
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</thead>
<tbody>
<tr>
<td>105% and above</td>
<td>High performer</td>
</tr>
<tr>
<td>95% to 104.99%</td>
<td>No concern</td>
</tr>
<tr>
<td>80% to 94.99%</td>
<td>Moderate concern</td>
</tr>
<tr>
<td>70% to 79.99%</td>
<td>Concern</td>
</tr>
<tr>
<td>below 70%</td>
<td>Great concern</td>
</tr>
</tbody>
</table>
## English Completion Example

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>Target Population(s)</th>
<th>The # of students who complete a final ESL or basic skills course with an A, B, C or credit</th>
<th>The number of students out of (the denominator) that complete a degree applicable course with an A, B, C, or credit</th>
<th>The rate of progress from ESL and Basic Skills to degree-applicable course completion</th>
<th>DII Value</th>
<th>DII Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1426</td>
<td>497</td>
<td>34.85%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>1551</td>
<td>701</td>
<td>45.20%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>African American</td>
<td>31</td>
<td>11</td>
<td>35.48%</td>
<td>75%</td>
<td>Concern</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>21</td>
<td>12</td>
<td>57.14%</td>
<td>120%</td>
<td>High performer</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>33</td>
<td>12</td>
<td>36.36%</td>
<td>77%</td>
<td>Concern</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>33</td>
<td>19</td>
<td>57.58%</td>
<td>121%</td>
<td>High performer</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>716</td>
<td>313</td>
<td>43.72%</td>
<td>92%</td>
<td>Moderate concern</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>12</td>
<td>4</td>
<td>33.33%</td>
<td>70%</td>
<td>Concern</td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic (reference group)</td>
<td>585</td>
<td>278</td>
<td>47.52%</td>
<td>100%</td>
<td>No concern</td>
<td></td>
</tr>
</tbody>
</table>
General Findings

Financial Concerns  Connection with the College  Academics

Student Support  Motivation
Choosing Academic Path
Needed guidance & connection to define educational and professional goals

Great level of importance yet lack of sense of belonging
**Communalities**
Feeling valued and nurtured
Institutional “bureaucracy”

Financial Aid – High effort
Counseling – Perception & Process to receive guidance
Student Programs & Services – A/T/C

Skilled faculty
Limited time to solve doubts – SE-Cultural factors
Class availability
Motivation

Students are under the belief that college can help them & their families move towards improved employment and a stronger future.

I feel like I have a lot of people in my family that they didn't think that I could get to college. They thought, “Oh, well she's just going to get pregnant, she's not even [going to] finish high school” and it's like, “No, look at me. I don't have kids. I'm doing good.

The college is clearly aware of students’ need for support, range of services and resources available.

However, the existence of these services does not guarantee that students will be able to benefit.

First, students need to know about the services that are available. Second, those services need to be both accessible and capable of providing the assistance needed.

Financial Concerns

financial situations are a source of struggle. Students & their families were already stressed financially before enrollment at Cabrillo, and college has added even more financial pressure
Reaction and Action

- Reframed students’ “complaints” into “needs” we could address
- Schedule follow-up appointments with the same counselor to improve consistency of information
- Student services fair at beginning of each term to promote awareness of programs and services
- Informed equity plan activity proposals
What has happened since this?

In Action

1. Welcoming Orientation booth
2. Equity Summer Institute
3. Equity Deep dive
4. HSI Award
5. Define Success Metrics priorities in 2015 Equity Plan*
6. Migrant Program Transportation
7. Watsonville Library Open hours expansion
8. Tutoring expansion
9. MathPLUS

FA2015 SEP

1. Veterans Childcare support
2. Bilingual Outreach
3. Dream Resources Program Coordinator
4. Reading in Social Sciences
5. Supplemental Instruction
6. Athletic Student Hall
7. Assessment Pilot
8. Counselor (DSPS) ASC
9. Equity Coordinator
10. Foster Youth Coordinator
Q & A
For more information on Cabrillo College’s Equity Efforts

Terrence Willett, Planning and Research Director
tewillet@cabrillo.edu
For more information on Student Support (Re)defined

http://www.rpgroup.org/projects/student-support

Dr. Darla Cooper, Project Director
dcooper@rpgroup.org
Thank you!